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THE SOCIAL SCIENCES, AN ASPECT OF SCHOOL ADMINISTRATOR PREPARATION.

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A SURVEY WAS MADE OF 18 UNIVERSITIES WITH ACCREDITED PROGRAMS FOR SCHOOL ADMINISTRATOR PREPARATION TO ASCERTAIN HOW THE SOCIAL SCIENCE DISCIPLINES HAVE BEEN INTEGRATED INTO THEIR PROGRAMS, AND TO EVALUATE THE HYPOTHESIS THAT INCREASED EMPHASIS UPON AN INTERDISIPLINARY APPROACH WOULD PRODUCE MORE EFFECTIVE SCHOOL ADMINISTRATORS. FINDINGS WERE COMPILED FROM PERSONAL INTERVIEWS WITH RESPONSIBLE PERSONNEL AT EACH INSTITUTION. ALL OF THE SCHOOLS OFFER PROGRAMS IN EDUCATIONAL ADMINISTRATION LEADING TO THE D.ED. OR THE PH.D. A RELATIVELY CONSISTENT PATTERN EXISTS AMONG THE SCHOOLS WITH RESPECT TO COURSE WORK, FIELD EXPERIENCES, STATISTICS, INTERNSHIPS, SEMINARS, AND DISSERTATION RESEARCH. ALL INSTITUTIONS INCLUDE COURSE WORK IN THE SOCIAL SCIENCES, WITH DISCIPLINES AND THEIR FREQUENCIES AS FOLLOWS--SOCIOLOGY (17), ECONOMICS (16), POLITICAL SCIENCE (15), PSYCHOLOGY (11), ANTHROPOLOGY (8), BUSINESS ADMINISTRATION (5), PUBLIC ADMINISTRATION (4), HISTORY (3), PHILOSOPHY (2), GOVERNMENT (2), COMMUNICATIONS (2), AND HUMAN RELATIONS (1). SEMESTER HOURS REQUIRED FOR INTERDISCIPLINARY STUDIES RANGE FROM NO MINIMUM TO A MINIMUM OF 24, WITH MOST SCHOOLS FAVORING SOCIAL SCIENCES. ABOUT HALF THE SCHOOLS ARRANGE SEMINARS FOR THEIR STUDENTS THROUGH THE INTERDISCIPLINARY CLASSES OFFERED FOR GRADUATE STUDENTS IN ALL DEPARTMENTS. PROBLEMS EXIST IN (1) OBTAINING ADEQUATE PERSONNEL TO TEACH THE SOCIAL SCIENCE DISCIPLINES, (2) CONFUSION OVER THE CONTENT AND RELEVANCE OF SUCH TRAINING, AND (3) CONFLICTS WITH PERSONNEL IN THE SOCIAL SCIENCE FIELDS OVER STUDENT LOAD IN THE RESPECTIVE DEPARTMENTS. ONE SCHOOL REPORTED REAL EVIDENCE AND ONLY TWO REPORTED VERBAL EVIDENCE OF THE EFFECTIVENESS OF THE INTERDISCIPLINARY APPROACH, A LACK ATTRIBUTED TO ITS RECENT INTRODUCTION. THE STUDY RECOMMENDS THAT EACH DEPARTMENT OF EDUCATIONAL ADMINISTRATION INCORPORATE INTO ITS PROGRAMS THE MOST RELEVANT CONTENT OF THE SOCIAL SCIENCES AND CULTIVATE INTERACTIONS WITH SOCIAL SCIENCE DEPARTMENTS. (JK)

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An Investigation by

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A Sabbatical Leave Report Based on
Visits to Eighteen Universities
in the United States

July, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE SOCIAL SCIENCES -- AN ASPECT OF SCHOOL ADMINISTRATOR PREPARATION

INTRODUCTION

In this day of rapid change, in all areas of human endeavor, one cannot deny that a broad knowledge of social conditions, as well as a specialized knowledge in administrative technology, is important to the successful school administrator. Indeed, there seems to be a general concensus of opinion that the goals of education can be best served through the leadership of perceptive individuals. This presupposes that effective school administrators shall be cognizant of contemporary social problems; they shall have a sensitive awareness of human behavior and how to deal with it; they shall have the technical knowledge and skill to imaginatively promote learning activities designed to fulfill the goals of the educational enterprise.

The past two decades have brought societal and technological changes that stagger the imagination. Concomitantly, programs of preparation for school administrators have undergone changes toward making them more appropriate to the new and increased demands placed upon the schools. While prior to the late 1940's and early 50's preparation for school administrators concerned itself exclusively with the "how to do it" experiences of managing a school system, present day programs envision a departure from this parochial approach. Technical knowledge is still considered to be quite essential, but a greater emphasis is now being placed upon theory, research, and interdisciplinary acumen in educational administration. Moreover, the brief exposure to advanced study that was deemed sufficient heretofore is now considered woefully inadequate as preparatory institutions have established new criteria for what they conceive to be the well-educated functionary.

Many writers, in recent years, have added to the literature with respect to the contributions the social sciences can make to the problems and practices of school administration.

> Downey concludes that since educational administration deals with formal organizations, the administrator must be concerned about the sociology of organization; and since he also deals with individuals and groups, he must draw upon the fields of psychology, social psychology and group dynamics. Since he also deals with the problems of political action, power, and government, he must also draw upon the concepts, experiences, and research of the political scientists. Since the process of education involves problems in socialization, acculturation, and enculturation, the educational administrator cannot eliminate from his concern the problems of cultural dynamics as studied by the anthropologists. And, finally, since the educator must employ the resources of society for the accomplishment of the school's objective, and since decision-making, both with respect to human relations and the allocation of resources, is a fundamental function of the administrator, he cannot be indifferent to the values which the field of economics can provide for him.[1]

Goldhammer agrees with Downey and avers that the social sciences can help the school administrator give order to the realities with which he deals. He lists five particular values which the social sciences hold for educational administration. These are as follows:

1. The social sciences help the educational administrator achieve both a method for the collection of data and a systematic way of looking at things.

2. The social sciences can help the educational administrator acquire broad knowledge of the setting in which education and functions of administration take place.

3. Through the social sciences the educational administrator can gain added understanding of the significance of the phenomena with which he deals.

4. The social sciences can help improve the basis which the educational administrator has for predicting the consequences of his decisions and actions.

5. The social sciences can help the administrator select relevant data pertaining to the concrete situation with which he must deal and also provide him with the research tools which will enable him to analyze and interpret these data or to draw adequate and accurate inferences from them.[2]

In a publication by Halpin that documented an earlier pronouncement, he wrote:

> Traditionally, our training programs have stressed the "practical" and have concerned themselves more with techniques than with understanding. During the postwar period, however, administrators have become increasingly aware of the role of theory and have come to recognize the contributions that social scientists can make to our understanding of educational administration. The superintendent's job and the jobs of principals and supervisors have been viewed afresh in the light of recent human relations research. Those of us responsible for training administrators have welcomed research findings on leadership and group behavior, and we have found ourselves drawing heavily upon insights about administration derived from other disciplines.[3]

While Tope agrees with the views of others who look upon the social sciences as potentially valuable professional studies for school administrators, he suggests, "It will probably never be satisfactorily determined which material gleaned from social science study and research is most relevant to a field like school administration. A great deal will depend on particular social sciences and particular school administrators."[4]

Neither by expression nor implication does Hills take issue with the incorporation of interdisciplinary experiences into the preparatory programs for educational administrators. He was, however, concerned with the extent to which this inclusion was taking place. His observation, following an investigation, was that he discerned "relatively few concrete indications of any sweeping changes in the field. To be sure, the more recent textbooks reflect some of the shifts identified by Halpin, and the University Council for Educational Administration has found a variety of ways to emphasize theory, research, and interdisciplinary approaches. But casual observations lead one to believe that the transition is not nearly so widespread as we would like to believe."[5]

In other words, Hills' survey of 150 members of the National Conference of Professors of Educational Administration, from which he secured a usable response of sixty-eight percent, led him to observe:

> We are forced to conclude that not only is the interdisciplinary emphasis more imagined than real, but also that most professors of administration do not even read the more sophisticated journals in the field of education. To be sure, there are other ways of providing interdisciplinary emphasis than for professors themselves to become authorities in the various supporting disciplines, but such an emphasis seems incompatible with the nearly complete lack of close familiarity with the relevant journals as reported above.[6]

From the foregoing, it can be inferred that there is widespread agreement that the social sciences have an important place in the preparatory programs for educational administrators. It was suggested, however, that there is some doubt as to what aspects of the social sciences are likely to be most relevant and fruitful for administrators. In this regard, Goldhammer holds that the social sciences cannot be substituted for the development of an independent science of educational administration, but educational administration can rely heavily upon the research methods and concepts of the social sciences.[7] Finally, it seems apparent that the actual integration of interdisciplinary activities in programs of preparation is more myth than reality.

STATEMENT OF THE PROBLEM

It was the belief of this investigator that universities with recognized preparatory programs in educational administration have, for the most part, done quite well by their graduate students in communicating the technical knowledge and skills; many have prepared their students well in the human relations skills; a few have gone beyond this and equipped their students with the conceptual skills as well. Despite the fact that some institutions are

deliberately emphasizing the conceptual skills and doing better than others, it seems safe to assume that none are doing as well as they might in this regard.

This study, therefore, was conceived as a means of gathering information directly from its primary source for the purpose of ascertaining:

1. How universities preparing school administrators, other than Pennsylvania State University, have integrated the social and behavioral sciences (hereafter called the social sciences) into their preparatory programs so that graduate students may be exposed to experiences in these disciplines and helped to perceive the important relationships that exist among them.

2. What evidence there is to support the hypothesis that the increased emphasis placed upon the interdisciplinary approach in school administration programs has produced more effective school administrators.

PROCEDURE

Since it was impracticable for several reasons to attempt to include all fifty-one of the member institutions of the University Council for Educational Administration in the study, a sample of fifteen of these was chosen for visitation. An additional three non-U.C.E.A. institutions were selected, also, whose reputations for program and staff is well known and whose campuses could be conveniently visited while enroute. The total sample was eighteen institutions with accredited programs for the preparation of school administrators. Appendix B shows the itinerary that was followed.

Where possible, at each of the institutions visited, an appointment was made to meet with the professor in charge of the program in educational administration. At fourteen of the eighteen locations this person was available and arranged time for an interview. In four instances the person sought was absent from the campus or involved with conflicting commitments. Nevertheless, other professors concerned with the program and knowledgeable about it

were made available. At two of the institutions, graduate students granted time for interviews. See Appendix A.

The interview was kept as informal as possible. It could not be exactly characterized as unstructured because an outline guide was used. The early questions were of a very general nature designed to elicit information which would reveal the presence or absence of a relatively consistent program pattern among the institutions involved. Then too, these questions naturally led into the subsequent questions which were designed to secure information relative to the purposes of the study.

In each case, a request was made for a graduate bulletin and for any descriptive brochures which would assist in explaining the procedures of the institutions, both with respect to advanced degrees and specifically with respect to administrator preparation. A number of the institutions were able to provide these materials; for various reasons, some were unable to do so.

The time spent at each institution varied in accordance with the convenience of the person or persons to be interviewed and how long it took to secure the desired information. Since the University of Oregon and the University of Chicago are by reputation among the more advanced in the country in the program area under investigation, it was determined that several days should be spent at each of these places. This made conversations with a number of people possible and provided an opportunity to make use of library resources within the departments of educational administration.

PRESENTATION OF DATA

Generally, school administrator preparation programs to fulfill current certification requirements among the several states mandate that graduate study be carried beyond the master's degree. This is true for the

minor administrative positions such as elementary school principal and high school principal as well as for the superintendency. Therefore, this investigator was concerned chiefly with preparatory programs that lead to the higher positions of superintendent, department of public instruction personnel, professor of educational administration, and researcher in educational administration.

All of the institutions visited offer doctoral programs in educational administration leading to the D. Ed. and/or the Ph. D. Many offer both degrees; a few offer only the Ph. D. Except for the language competence expected of Ph. D. candidates, which is not required of those seeking the D. Ed., the difference between the two degree programs is more imagined than real. In fact, comments were made by some who were interviewed that they could no longer discern any significant differences in the programs even with regard to the thesis submitted by the respective candidates. At one institution it was revealed that most of the candidates pursued the Ph. D. because of the difficulty of satisfying the statistics requirements for the D. Ed., this discipline coming under the jurisdiction of the department of mathematics. For the most part, doctoral candidates in educational administration pursue the D. Ed. because a knowledge of statistics is likely to be more appropriate to their thesis research than languages. Nevertheless, at one of the institutions a professor interviewed remarked that none of his candidates pursue the Ph. D. because the language requirements established by the language department were "sadistic."

There seems to be a relatively consistent pattern among the several institutions with respect to their requirements for course work, field experiences, statistics, internships, seminars, and dissertation research. While there are some variations among the institutions, none of them depart very

much from a norm. This is probably due to the fact that they have adjusted to the expectations of N.C.A.T.E. and the U.C.E.A.

Although field studies and internships are generally not required, these student experiences are encouraged. Moreover, these training procedures are not engaged in as extensively as might be desirable because of the difficulties inherent in their implementation.

Since one of the purposes of the investigation was to ascertain how universities other than the Pennsylvania State University integrate the social sciences into their preparatory programs for educational administrators, answers to the questions that follow are based upon the interviews.

1. Do you use disciplines (social sciences) outside the College of Education in your preparatory program in educational administration; if so, what disciplines do you use?

The list below includes all of the disciplines and their frequencies as reported by the respondents in the institutions studied:

Sociology	17	Public Administration	4
Economics	16	History	3
Political Science	15	Philosophy	2
Psychology	11	Government	2
Anthropology	8	Communications	2
Business Administration	5	Human Relations	1

All of the institutions include work in the social sciences in their programs; no institution, however, reported using all of the disciplines indicated. The average number for which arrangements have been made with other departments is about five. Then too, there is some ambiguity with regard to titles. For example, at some institutions Government, as a discipline, is a part of Political Science; Economics may be a part of Business Administration; Anthropology may be an offering of the Sociology Department. On the other hand, these titles may relate to discrete disciplines within independent departments.

Over half of the institutions reported that emphasis was placed upon Sociology, Economics, Political Science, and Psychology in that order. Less than half of the institutions emphasize Anthropology, Business Administration, Public Administration, and the other disciplines on the list.

2. How many semester hours of interdisciplinary experiences are required in your preparatory program?

Here again, the investigator calls attention to the fact that the preparatory program envisioned is that which leads to chief administrator endorsement or certification.

Although all of the institutions require candidates to engage in graduate study in the social sciences, there is no uniformity with respect to how much. The number of semester hours varies from "no minimum" to a minimum of 24. A majority of the institutions favor programs that embrace from 12 to 18 semester hours of such experiences in classes and seminars.

3. Do state certification procedures dictate minimum requirements in the several areas of your preparatory programs for school administrators?

Respondents at most of the universities investigated stated that they designed their programs to satisfy requirements established by the state. These requirements, however, in many instances conform to what the universities have decided upon and asked state certification agencies to endorse.

State control ranged from none, where an institution operated with self-determination, to absolute where the institutions had little to say about minimum requirements for administrative certificates.

At five universities it was reported that they were permitted to endorse candidates who had satisfactorily completed a program. This implied that the institutions had worked out agreements with the state education departments whereby their various programs were approved. Thus, students completing

their work at these institutions are endorsed by the institutions rather than applying to the state for certification.

4. What is the make-up of your doctoral committees?

It is logical to expect that if graduate students are seeking certification and are going to devote as much as 25 percent of their advanced study to the social sciences, they should have representatives of the social sciences on their advisory committees.

Most of the institutions require that there be a person from a discipline outside of the college of education on the candidate's doctoral committee. In several places, this person serves as advisor in the area of the candidate's minor; in two places, the person serves only for examination purposes when the candidate presents himself for a final oral examination.

Two of the institutions investigated reported that it is not necessary to have a person from outside the college of education serve on a candidate's committee. Two other institutions reported similarly except that a professor from outside of the college might be invited to serve on the committee if the candidate's thesis was in the area of that professor's competence. For example, a candidate's thesis that was strongly related to sociology might influence the enlistment of a representative of the sociology department as a member of the committee. Though it may not necessarily be so, it is possible that certain institutions, with administration professors who have strong backgrounds of preparation and experience in the social sciences, do not feel the need to go beyond their own colleges.

Advisory committees ranged in number from three to five persons. The most common size seems to be five, although a number of institutions operate with only three. Two institutions reported the use of four-member committees, and one of these uses a fourth person from outside the college of

education for oral examination purposes only.

5. May professors from the social foundations serve as the minor advisor in a case where the student is pursuing a general studies minor?

Social foundations are here defined as those experiences that include such things as History of Education, Comparative Education, Social Foundations of the Curriculum, Philosophy of Education, and the like. Oft'times these are taught by professors of education who are expert in one or more of the social science disciplines. Where this is true, professors are likely to have a keener appreciation of the relationship of the social sciences to the area of school administration than would representatives of the social science departments.

To provide a breadth of understanding with respect to the social sciences, candidates are generally advised to elect work in several of the disciplines (general studies). This means that they are unlikely to attain depth in any one. It is conceivable then that they may find it difficult to satisfy the expectations of an advisor from outside the college of education who is strongly oriented toward a particular branch of the social sciences rather than toward the social sciences in general. For this reason, some institutions may assign or invite to the advisory committee a person from the social foundations. Two institutions reported that such a procedure would be permissible, but only one institution reported that it was used. Generally, among the institutions investigated, professors from the social foundations are not construed to be representative of the outside disciplines.

6. Are professors from disciplines outside of education used in seminars to discuss problems and subjects related to education?

About one-half of the institutions reported the use of professors from the social sciences to offer or assist with seminars for graduate students in

school administration. Some of these professors hold dual appointments in the area of their primary interest and in the college of education as well. In a few instances, it was found that social scientists hold singular appointments in the colleges of education and have as a part of their responsibilities the offering of courses and seminars in their particular disciplines. In several instances, interdisciplinary seminars are conducted by regular staff members of the school administration department or section who act as coordinators for offerings designed to enlist the services of a number of invited speakers.

About one-half of the institutions merely arrange for their graduate students in educational administration to enroll in interdisciplinary classes on the same basis as any graduate student from any other department. To some extent this same procedure prevails among the institutions that involve their candidates in seminar activities. At those places where seminar experiences are not provided and the educational administration people find it difficult or impossible to work with the social science people even for course experiences, the professors attempt to include as much of an interdisciplinary approach to the technical courses in educational administration as they can.

7. Do you have any kind of advisory committee drawn from the total university to counsel the faculty in educational administration concerning the use of the social science disciplines?

It is generally conceded that school administrators and those who prepare them need to have insights about the social realities -- they need to be aware of and understand the great issues confronting American society. But only one institution of the eighteen visited has a committee recruited from the social sciences that advises and counsels with the personnel from school administration. The only reason the one institution reported as it did is that the staff in school administration holds professorial appointments in the college of liberal arts; the best people from all disciplines teach in the

laboratory school; the educational administration people, therefore, work closely with the social scientists.

8. What are your biggest administrative problems in the use of the interdisciplinary subject areas?

A number of statements were made with respect to this question from which inferences can be drawn. Some of them are enumerated below:

a. Some of the institutions do not have strong personnel teaching in the social sciences and the people in administration do not feel that they can work with them.

b. Educational administration candidates are successful in their achievement in the interdisciplinary courses, but there is considerable doubt as to whether the content holds any real value for them in the matter of relevance.

c. Those interdisciplinary experiences are used in which the people in educational administration can secure cooperation from the professors. The number may be few, the area may not be the most desirable, and the offering may be poor.

d. In most places there are not enough educational administration students to justify courses or seminars exclusively for them. As a minority in an interdisciplinary offering made up largely of majors in the particular discipline, the educational administration candidates must take what is intended for the majors. Quite often the professor is indifferent to their needs.

e. There seems to be a lack of understanding among the social scientists with regard to what the people in educational administration are trying to accomplish by pursuing their subject areas.

f. Some people in the social science fields, because of their reluctance to working with the educational administration students, establish barriers to their enrollment in graduate classes because they lack prerequisites.

g. With burgeoning graduate school enrollments, the social science departments are getting all of the students they want within their own disciplines. Therefore, they do not want students from other graduate programs because these constitute an excess. One department head expressed the situation with, "If you can't feed your own kids, its difficult to feed someone else's".

h. Some of the respondents indicated that they had no administrative problems with regard to the interdisciplinary aspects

of their preparatory programs. This is difficult to explain because at no institution visited by this investigator was there discernible evidence that the optimum condition prevailed.

9. Do you have any evidence to verify that the interdisciplinary approach to the preparation of your candidates has made better school administrators of them?

At sixteen of the institutions the answer to this question was no. At the remaining two institutions the respondents felt that despite no real evidence, the verbal comments of the candidates about how helpful the social sciences are in regard to such things as power structure, community dynamics, communication, social organization and disorganization, labor relations, and demography are indicators of an increased social awareness.

Perhaps the reason why there is no evidence is that few if any studies have been done to determine if the social sciences have made a significant contribution to the operational effectiveness of school administrators. Undoubtedly, it was assumed by many that exposure of the younger candidates to the social sciences would bring about an awareness of social problems and conditions which the earlier administrators had to learn the hard way. The most frequent response to the question was, "It is too soon to tell".

OBSERVATIONS

Generally, the men who are in charge of the preparatory programs for school administrators are those senior members of the departments who have had a number of years of service as public school teachers and administrators before becoming professors. Undoubtedly, their own preparation in many cases was devoid of any significant emphasis on the several disciplines that make up the social sciences. Therefore, this lack, together with a strong involvement with professional practice, is unlikely to effect any real

commitment to the social sciences as an element of administrator preparation. Hills made this same point when he said that those who have served ten to fifteen years in public schools are unlikely to renounce overnight the "practical" orientation acquired during those years. Moreover, they have probably secured their graduate training long before there was any emphasis on interdisciplinary approaches. Therefore, if these emphases are slight now, they were probably non-extant when many received their training.[8]

Despite the fact that all of the institutions make some effort to include the social sciences in their preparatory programs for educational administrators, there is no consistent pattern followed either with regard to content or depth. It seems that in general those who are in charge of the programs advocate the inclusion of the social sciences and proclaim a conviction that they have a contribution to make. On the other hand, it appears also that little real effort is being made to get together with the social scientists to identify the kind of knowledge, skills, and understandings that would be most fruitful and relevant for the candidates.

It is paradoxical that all of the professors interviewed agreed that the social sciences should be a necessary part of the preparation of school administrators, and at the same time most are doing so little to make this area of preparation meaningful. With a variance of "no minimum" to 24 semester hours of advanced study required among the institutions visited, it is evident that little is known with respect to what would be optimum. Moreover, it appears that what is required at the institutional level is that which has been established as minimal by state certification procedures or, perhaps, the expectations of accrediting agencies.

There is substantial reason to believe that the extent to which the graduate students engage in interdisciplinary activities is largely conditioned

by convenience, i.e., the convenience of the professors in making arrangements for their students to enroll in classes and seminars outside the college of education, the convenience of the social science professors in admitting educational administration students to their classes, the convenience of the student in fitting the available interdisciplinary experiences into his program schedule. Furthermore, this reveals an indifference on the part of both of the professor groups to what may be relevant to the student in terms of his past experience, his interests, and his current needs.

Educational administration students who are pursuing advanced study in the social sciences as a part of their total preparation ought to have representatives from those disciplines on their doctoral committees with whom they could work closely. This would more likely assure the selection of experiences that are appropriate to the students' needs. In most instances, this investigator was left with the impression that the committee members from the social sciences who did serve gave the student little if any direct help; his presence was necessary merely to fulfill graduate school requirements.

None of the persons reporting for their institutions indicated the use of professors from the social foundations area as advisors or committee members representing the social sciences. The inference may be drawn that social foundations professors are perceived as too closely allied to education and not deeply enough involved with activities related to the social science disciplines. There are, however, two reasons why this situation could change:

1. Burgeoning enrollments at the graduate level are providing social science departments with sufficient students of their own. Professors from these departments are no longer impelled to accept students from education to make up respectable-sized classes; educational administration people become excess and unwanted.

2. As a consequence, colleges of education are tending to seek professors educated in the social sciences to provide the social foundations experiences.

A number of practices are employed to provide interdisciplinary seminars for administration students. For example, seminars are offered which are made up entirely of education students. A social science professor may conduct this seminar and emphasize a particular discipline; a group of social science professors may offer the seminar and emphasize several of the social sciences. In a number of places, the students are merely assigned to seminars in the social sciences with little concern as to how these may relate to educational administration. In a few places, regular professors of the educational administration department or section have been assigned the task of designing, staffing, and coordinating interdisciplinary seminars to which several guest speakers of varied competencies have been invited to make a contribution. In some instances the contributors are not university personnel but may be professional people working outside the university.

Apparently, the difficulty in offering interdisciplinary seminars and classes for educational administration students is that few of the institutions have a sufficiently large resident group to warrant the offering for these students alone. Then too, professors in a particular discipline prefer to work with their own graduate students within their own areas of interest. When a few students from educational administration are assigned to seminars outside of the field of education, they generally find themselves in competition with graduate majors, often in an area for which they have little background, and exposed to experiences and activities designed for those graduate students whose primary interest is in the particular discipline. In the event that an interdisciplinary seminar is designed, staffed, and coordinated by the educational administration department, it can only be offered infrequently such as during a summer session, and it is often an expensive service.

In a few instances, social scientists hold joint appointments in their own departments and in the departments of educational administration as well. But even here they perceive themselves as professors and researchers in the social sciences and, therefore, not committed to making their field meaningful and fruitful to the educational administration student.

Goldhammer has very well described the need:[9]

> The preparatory program for educational administrators should be so designed that the administrators will have at their disposal the best of the resources in the social sciences. They need more than superficial familiarity. They should have experiences which enable them not only to gain familiarity with the concepts employed and the research findings available, but also to engage methodically in some common research undertakings with social scientists.

There is little likelihood that what he suggests is going to be brought about by the procedures that are now followed.

It was revealed at several institutions that heretofore the graduate students in educational administration were welcomed into the graduate classes in the social sciences even though they frequently lacked the prerequisites. This was so because they supplemented a dearth of graduate students in those disciplines. This is becoming increasingly less true as university enrollments expand and as the proportion of graduate to undergraduate students tends to increase. As more and more graduate students within a discipline become available, it is probable that the professors will become preoccupied with their own breed and will become less willing to work with outsiders. This means that the almost complete absence of any kind of interdisciplinary advisory committees for counseling with the educational administration faculty, a condition which now prevails, will become even more remotely possible.

There are a great many problems to contend with in providing an effective program of social science experiences for graduate students in educational administration. Some of the institutions are making energetic efforts to

cope with these problems. Others are doing the best they can by accommodating to them. At any rate, there is much room for improvement at the institutions included in the study if the social sciences are going to become a part of a worthwhile integrated program that will foster appreciation, understanding, and competence in the technical, human, and conceptual skills needed by the profession.

None of the people interviewed could cite any evidence to show that school administrators with extensive preparation in the social sciences were more effective than they would have been had they not had this advanced study. A few made value judgments that they believed persons with extensive social science preparation were more aware of social problems and were better able to deal with them than were administrators who had not had this preparation. Moreover, it was remarked that theory oriented people seem to have a better knowledge of how to systematically attack a problem or problems than do those who were not so oriented. Nevertheless, it appears that no one can state with any great conviction that the social sciences as a part of administrator preparation has made a difference.

RECOMMENDATIONS

From the dialogues conducted and the observations made at the several school administrator preparatory institutions visited, the investigator has the following recommendations to offer:

1. There being an apparent need for professors of school administration to project beyond apathy and indifference and really work to identify a body of knowledge that will provide at least a common foundation of conceptual skills and understandings to supplement the technical and human skills that are already so well established, within each department of educational administration the total faculty should devote time and effort to the purpose of program development and improvement. This presupposes that the social sciences, as an area of administrator preparation, should be critically examined to

determine what content and activities can most fruitfully contribute to this profession.

2. Since there is a general consensus among professors of educational administration that the social sciences should be an important part of administrator preparation, greater effort should be expended to make experiences in these disciplines available, relevant, and comprehensive.

   Within each university, persons in charge of graduate programs in educational administration should design ways and establish procedures to cultivate interactions between the department of educational administration and the several departments of the social sciences. This envisions that:

   a. Friendly avenues of communication be established whereby the needs of school administration students may be identified and met through classes, seminars, and/or research activities that are relevant to both professional areas.

   b. Professors from the social science disciplines should be encouraged to serve on doctoral committees for educational administration candidates and fulfill a role that transcends merely an examination function. Moreover, professors of education can and should serve on doctoral committees in the social sciences.

   c. Professors from the social sciences should be encouraged to explore research activities related to their own disciplines in which the schools, as social systems, might provide laboratory situations.

   d. Professors from the social sciences and educational administration should cooperatively engage in activities that will be beneficial to both professional areas as each brings to bear their special talents on problems of mutual concern. This means that learning experiences in the social sciences shall be made available to educational administration students, experiences that are comprehensive and relevant with respect to goal orientation. On the other hand, professors of education can and should facilitate the use of schools and school districts wherein social science research may be carried on.

FOOTNOTES

1. Lawrence W. Downey, "Administration as a Field of Inquiry," Canadian Public Administration, September, 1962, quoted in Keith Goldhammer, The Social Sciences and the Preparation of Educational Administrators (Alberta: The University of Alberta and the University Council for Educational Administration, 1963), pp. 13 - 14.

2. Keith Goldhammer, The Social Sciences and the Preparation of Educational Administrators (Alberta: The University of Alberta and the University Council for Educational Administration, 1963), pp. 14 - 18.

3. Andrew W. Halpin, "The Development of Theory in Educational Administration," Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), p. 1, quoted in Jean Hills "Educational Administration: A Field in Transition," Educational Administration Quarterly, Winter, 1965, p. 58.

4. Donald E. Tope et al., The Social Sciences View School Administration, ed. Dan Cooper (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1965), p. 27.

5. Jean Hills, "Educational Administration: A Field in Transition," Educational Administration Quarterly, Winter, 1965, p. 58.

6. Ibid., p. 64.

7. Goldhammer, op. cit., p. 21.

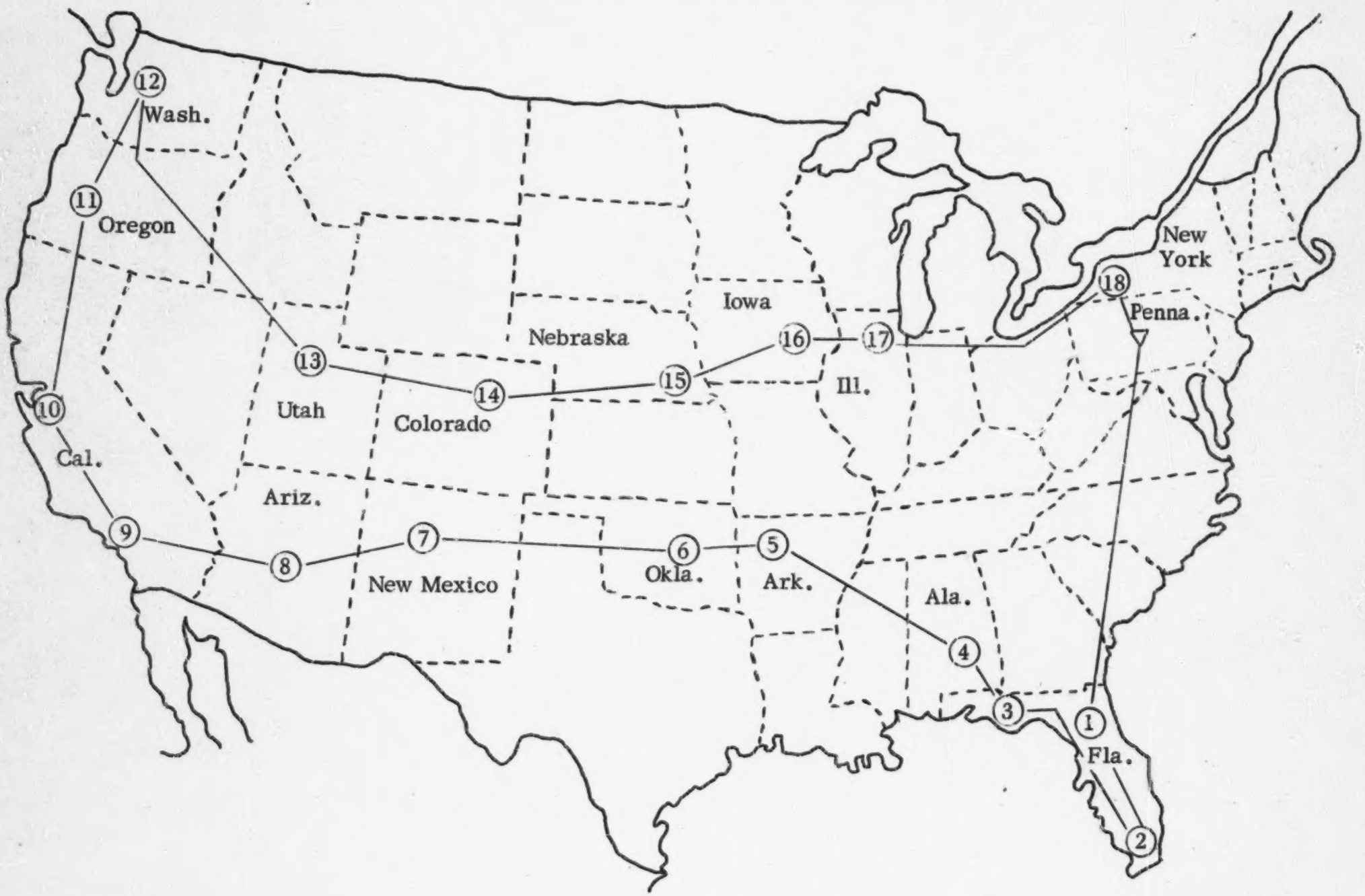
8. Hills, op. cit., p. 65.

9. Goldhammer, op. cit., p. 32.

APPENDIX A

Universities Visited	Interviewees
1. University of Florida	Roe L. Johns
*2. University of Miami	Samuel Ersoff
*3. Florida State University	Charles L. Willis
4. Auburn University (Alabama)	Max G. Abbott
5. University of Arkansas	John Schmid
6. Oklahoma State University	Richard P. Jungers
7. University of New Mexico	Tom M. Wiley
8. Arizona State University	Robert W. Ashe
9. University of California, Los Angeles	Erick L. Lindman
10. Stanford University (California)	William R. Odell
11. University of Oregon	Paul B. Jacobson Roland J. Pellegrin R. Jean Hills Keith Goldhammer Donald E. Tope John C. Croft **Steven Stivers
*12. University of Washington	Dale L. Bolton Robert Anderson
13. University of Utah	Paul C. Fawley
14. University of Colorado	Calvin Grieder Calvin M. Frazier
15. University of Nebraska	Walter K. Beggs
16. University of Iowa	Willard R. Lane William G. Monahan
17. University of Chicago	Roald F. Campbell Luvern L. Cunningham **Bernard C. Watson **K. George Pedersen
18. State University of New York, Buffalo	Robert W. Heller Austin D. Swanson R. Oliver Gibson

*Universities not members of the U.C.E.A.
**Graduate Students



1. University of Florida
2. University of Miami
3. Florida State University
4. Auburn University (Alabama)
5. University of Arkansas
6. Oklahoma State University
7. University of New Mexico
8. Arizona State University
9. University of California, U.C.L.A.
10. Stanford University
11. University of Oregon
12. University of Washington
13. University of Utah
14. University of Colorado
15. University of Nebraska
16. University of Iowa
17. University of Chicago
18. University of New York, Buffalo